

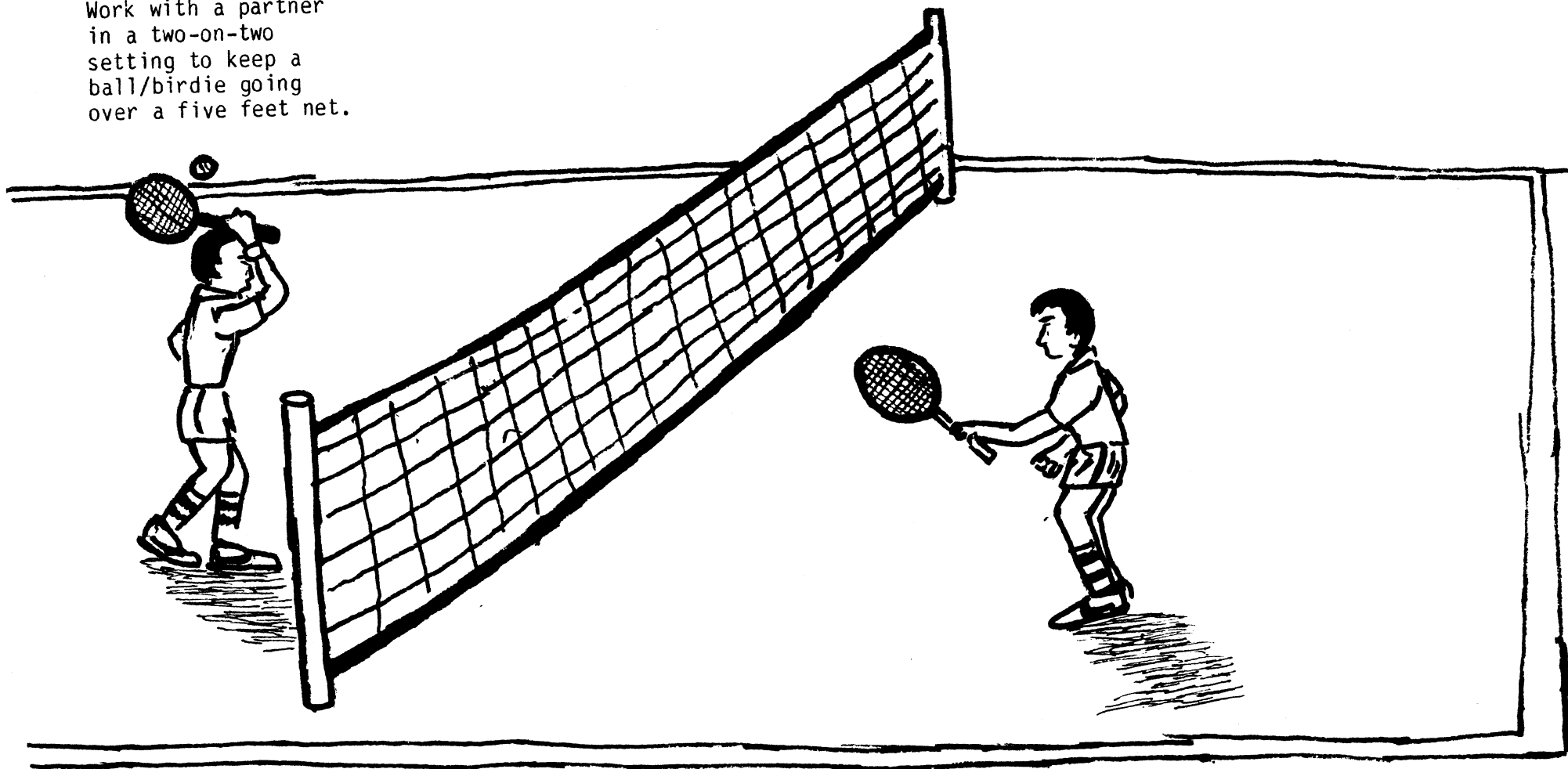
## En Route Learnings

Work with a partner  
to keep a ball/birdie  
going over a five feet  
net.

Work with a partner  
in a two-on-two  
setting to keep a  
ball/birdie going  
over a five feet net.

## Teach To The Objective

## Monitor Learner Progress



**Grade/Level:** Sixth

**Concept/Activity:** Educational Sport/Object Manipulation - Basketball

**Objectives:** The learner will be able to:

G.6.1. Maintain possession of the dribble against an active defense demonstrating the ability to change hands in the dribble and to use fakes and quick changes in direction.

G.6.2. Force the dribbling opponent to lose control of the ball by using fakes and quick changes in direction.

\* NOTE: Previous Basketball work (grades 3 - 5) will need to be reviewed and practiced often.

**En Route Learnings**

**Teach To The Objective**

**Monitor Learner Progress**

**6.1 Can the learner use a dribble against an active defensive player?**

Dribble in self space using non-dominant hands.

Dribble in self space with alternate hands.

Travel and dribble changing hands from dominant to non-dominant side and back.

Dribble and travel approaching and moving around cones so that when you come to a cone you transfer the ball to the hand away from the cone (zig zag around cones).

Sufficient practice time dribbling with non-dominant hand should be permitted before alternating hands or using the change in a complex perceptual environment. Learners who do not have control of the dominant side should not be encouraged to move to the non-dominant hand.

Self-testing experiences for time and/or distance can be designed.

Does the learner dribble for thirty seconds with the non-dominant hand (quick pace) without losing control?

Does the learner alternate hands every two dribbles and maintain control?

Does the learner transfer dribble from one hand to another appropriately against a defensive player without losing control in two of three trials?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Dribble with others in general space, when you come to another player switch to dribbling with hand away from that player.

Dribble against a passive defensive player.

Use change of hands against an active defensive player.

Once learners get to using a change of hands against an active defensive player the focus should be on anticipating the movement of the defense and changing hands appropriately.

Does the learner use a change in dribble from one hand to another against a defensive player without losing control?

### 6.2 Can the learner use a fake or feint to force an opponent to commit to a new direction?

Both players should be in a defensive position facing each other, neither should have the ball. Practice fakes or quick changes in direction to lose opponent.

While dribbling the ball, cause a partner to commit to a direction so that the learner can go the other way; this should be done in self space, then in general space.

The fake or feint is practiced here as a specific skill and should be taught directly from a good ready position. The number of successful feints or fakes in a thirty second period may be counted for self-testing purposes.

Does the learner utilize a fake or feint to cause the dribbler to commit to a direction that allows the defense to obtain control of the ball?

Does the learner, while on defense, use defensive skills of fakes and quick direction changes so that the dribbler does not maintain control of the ball?

Grade/Level: Sixth

Concept/Activity: Educational Sport/Object Manipulation - Soccer

Objectives: The learner will be able to:

G.6.1. Use a body trap to gain control over the ball.

G.6.2. Demonstrate understanding of team positions and play by working both as offense and defense in a three-on-three (plus goalkeepers) game setting.

EQUIPMENT: Slightly underinflated soccer size balls for trapping practice, objects for marking goals (2 goals per eight students)

### En Route Learnings

### Teach To The Objective

### Monitor Learner Progress

6.1 Can the learner use a body trap to collect a ball and drop it to the ground?

Maneuver your body in relation to the ball.

Be sure to keep eyes on the ball as it comes toward you.

"Give" with the body as contact is made with the ball.

Work with your partner to control a tossed ball with a body trap and then dribble it away as it drops to the ground.

In a game situation (like forwards and backs) use trapping skills to gain control of the ball before you kick or dribble it.

See Teaching Considerations Grade three Soccer Skills for general setting instructions. Sizes of groups for game practice of skills should range from two to seven. Forwards and Backs is an example of a game the emphasizes trapping (Two teams with four forwards and four backs each. Field divided by a center line, each zone line. the field marked with a goal line and center zone line. Players do not leave their side of the field, forwards play only in the area between their center zone line and the center line, backs play only between their goal line and center zone line. Center forward of team A starts with a kickoff. Team "A" forwards try to kick the ball over Team "B" goal line. Players on Team "B" try to gain possession of the ball by collecting or trapping it and then kick it over their opponent's goal line. Only forwards can score a goal so backs must dribble and pass the ball to them. Use throw-in by opposite team member if ball goes over side line. Rotate positions and adjust field size as needed).

Does the learner demonstrate the ability to use a body trap to collect a ball and drop it to the ground in three out of five trials?

6.2 Can the learner use skills and play both offense and defense in a three-on-three game setting?

Work in a two-on-two setting to play keep away.

Add two players so this becomes a three-on-three setting.

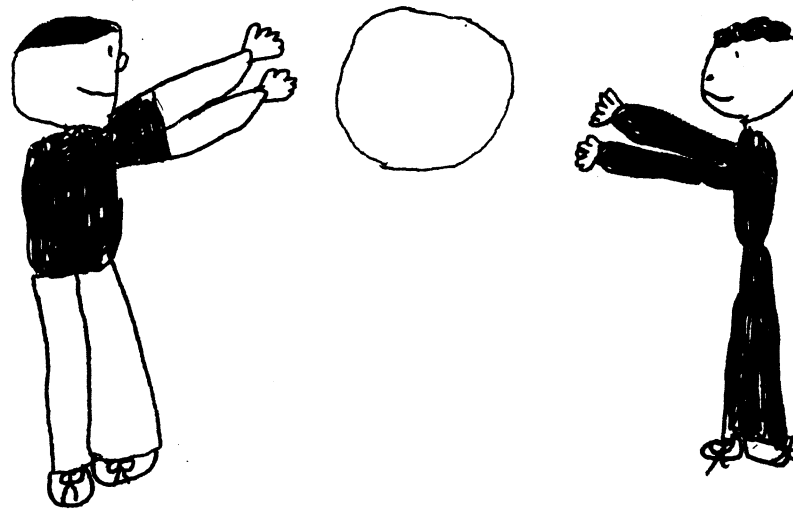
Add a goal to the game and change offense and defense roles after every third try at goal.

Add another goal, and two goalies, and change offense and defense roles with control of ball.

Four Soccer is essentially a miniature version of soccer and uses most of the skills in a much less complex environment. The rules and the size of the playing area should be adjusted to local conditions and needs, but there should be as many games going on as possible so that all learners have opportunity for active participation.

Each team consists of two forwards, one halfback, and one goalie. If the players tend to "follow the ball" rather than play their positions, the following adjustments may be used. After kickoff, forwards must remain in opponent's half of the field and backs must remain in their own half of the field. If the players cannot manage their own game without constant teacher monitoring, then the game is too complex for their present skill or knowledge level and other forms of game like practice should be used until they are ready.

Does the learner use the basic skills and strategies of offense and defense in a three-on-three situation in three out of five trials?



Grade/Level: Sixth

Concept/Activity: Educational Sport/Object Manipulation - Volleyball

Objectives: The learner will be able to:

- 6.1. Use a two-hand overhead pass to keep a ball going for three hits with a partner.
- 6.2. Work competitively in a three-on-three setting using rules of rotation, side out and point and line violations in a bounce-strike-bounce pattern.
- 6.3. Work cooperatively in a three-on-three setting to keep a ball in play while using two hand overhead passes over six-seven foot net.
- 6.4. Use a forearm pass to keep a ball in play against wall for ten consecutive hits in a bounce-strike-bounce pattern.
- 6.5. Use an underhand serve to hit a ball to a wall above a seven foot line from a distance of twenty feet.
- 6.6. Use an overhead serve to hit a ball to a wall above a seven foot line from a distance of ten feet.

EQUIPMENT: Variety of lightweight, volleyball sized balls, marker for wall and/or floor targets, net or rope, wall or other rebound surface, indoor or outdoor area.

#### En Route Learnings

#### Teach To The Objective

#### Monitor Learner Progress

**6.1 Can the learner use a two-hand overhead pass to keep a ball going with a partner?**

Practice using the two-hand overhead pass to self-hit the ball into the air.

Have a partner toss the ball so that the receiver returns it with a two-hand overhead pass.

Have a partner toss the ball so that the receiver must move to return it with a two-hand overhead pass.

Provide the learners with a variety of balls (beach, vinyl, foam) of different sizes. Encourage them to choose the ball that seems best for them. Model the skills being used.

Let partners practice passing from seated and kneeling positions to encourage control and accuracy. When working with the wall as a third "partner", let partners establish boundaries (one large area or two small areas) to add challenge to the practice.

6.2 Can the learner play competitively while applying rules in a bounce-strike-bounce game?

Similar considerations as above. Student choice of ball. Teach or review from Volleyball Grade Five the previous objectives. Provide explanation, questioning, activity, and responding, for the rules of side out and point. Check understanding of line violations and rotation. To minimize negative transfer from bounce-strike games to the game of volleyball, identify this as a practice setting for rules and strategy. If groups of students have sufficient skill to keep the ball in the air and concentrate on rules and strategy, then the learners can change to an aerial game setting.

Does the learner demonstrate the correct use of rotation, scoring, and line violations while working in a competitive three-on-three setting in four out of five games settings?

Discuss rotation and rules of boundaries and line violations in a group of three.

Team rotation review.

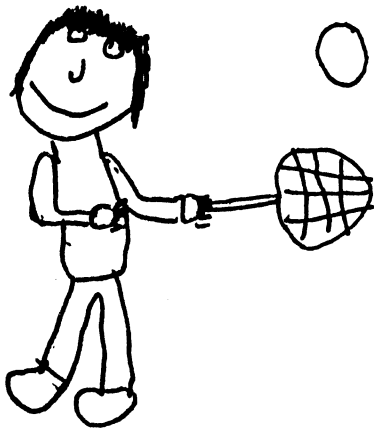
How a team scores a point.

What does "side out" mean?

Practice the defensive concept of "returning to home" with a team.

Working one-on-two with a team of three, practice the offensive concept of hitting (or throwing) the ball "where the opponent is not".

Use all game concepts and skills learned in a three-on-three competitive setting.



## En Route Learnings

### 6.3 Can the learner demonstrate cooperative skill using overhead pass and a net?

Practice using two-hand overhead passes with a partner.

Work with your partner to use the skill over a net.

Practice keeping the ball going in a group of three.

Play "Four Square Volleyball".

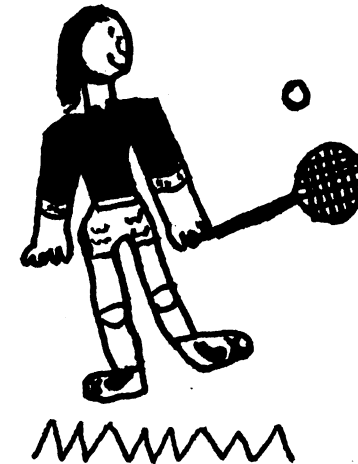
Use the two-hand overhead and the forearm pass in a cooperative setting of three-on-three to keep a ball going over a six-seven feet net?

## Teach To The Objective

Adapt court boundaries, net height and rules to practice competitive or cooperative situations. Other games such as "Four Square Volleyball" can be used to practice the skills and rules of volleyball. Four Square Volleyball - Two nets used to divide the playing area into four equal courts. The courts are numbered one through four, with a fifth team waiting out of bounds. Teams consist of three players and the object of the game is to force one of the teams to make an error. Whenever a team makes an error, it moves off, the fifth team enters court four, and the remaining teams shift up a court. A team errors by not returning the ball to another court within three volleys or by causing the ball to go out of bounds. The ball is always put into play with a serve from court one. The serve may be made from any point behind the end line of that court and players rotate for each serve. The serve must be made across to court three or four, but following the serve, the ball may be volleyed into any court. No score is kept as the purpose is to reach court one and maintain that position.

## Monitor Learner Progress

Does the learner work cooperatively in a three-on-three setting to keep a ball in play with the use of two-hand overhead and forearm passes?





Use the wall as a third partner and hit it to and from the wall in sequence using overhead passes. Partners move alternately to receive pass from the wall.

Play "Volleyball Keep Away" or "Moon Ball".

Use a two-hand overhead pass to keep a ball going for three hits with a partner.

**6.4 Can the learner demonstrate skillful use of the forearm pass (bump)?**

Identify a target on the wall and use the bump to hit the ball to the target.

Work with a partner to maneuver your body so as to receive and return a tossed ball in play with a bump.

Use a forearm pass to return the ball continuously to a wall.

If there is insufficient wall space a third player could be used to catch and toss the ball back alternately to the partners.

"Volleyball Keep Away" - Teams of three-five. Two teams arranged in a scattered formation within a designated area. One team starts volleying the ball from one team member to another and counting volleys. The team without the ball tries to intercept the ball [it can be intercepted only when it is on the downward arc], and if successful begins volleying and counting. Winner is the team with the highest number of consecutive volleys within a set time limit. "Moon Ball". Teams of four or five players attempt to keep the ball in the air using only legal volleyball hits. player may hit the ball only once until it has been hit by another member of the group. The team with the highest consecutive hits is the winner. Any error requires the team to begin again with consecutive counts.

Similar considerations as above. Let learners establish their own targets for greater challenge. They may challenge other members of the class to contests. If targets on the floor are used, establish a rope or net to encourage height.

As an alternate, or in additions to the wall drill, work in groups of three with a "toss, bump, catch" series. This may be changed, as learners are ready, to "toss, bump, bump catch" sequence until they are able to eliminate the catch or toss and are only challenged by consecutive bumps.

Does the learner use a two-hand overhead pass to keep a ball going for three consecutive hits with a partner within three trials?

Does the learner use a forehand pass to keep a ball going against a wall for five consecutive hits within five trials?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Keep a ball in play against a wall for ten consecutive bumps.

### 6.5 Can the learner use an underhand serve to hit the ball above a wall line?

Serve the ball over a seven foot line/net.

Serve to a partner who will roll (or use a bump) to return the ball to you.

Serve by playing "Shower Service Ball."

Stand behind a line (fifteen feet) from wall and serve the ball above a line seven feet high.

### 6.6 Can the learner demonstrate beginning development of the overhead serve?

Review the serve by providing modeling and appropriate activity. As skill becomes more secure, practice settings such as "Shower Service Ball" may be used. Divide the class into teams of six to eight. Two teams on each court with four to six balls per court. A line parallel to the net is drawn through the middle of each court to define the serving area.

Players are scattered on their side of the court and the balls are divided evenly. Balls may be served at any time in any order, just so the server is in the back half of the court. Any ball that is served across the net is to be caught by any player near the ball. The person catching or retrieving a ball moves quickly to the serving (backcourt) area and serves. A point is scored for a team whenever a served ball hits the floor or is dropped by a receiver. One scorer for each side is needed. As skill improves, all serves should be made from behind the baseline. A specific kind of serve may be required for practice.

If wall space is at a premium, then players may work across a net. Targets on floor or wall may be used for added challenge as skill improves.

Student choice of ball. Provide a good model and clarification of the process of the overhead serve. Allow learners to work mimetically to practice the action of both hands. Start the serving practice close to the wall and gradually allow learners to back up as they succeed.

Does the learner use an underhand serve to hit above a seven line/net in eight of ten trials from a baseline fifteen feet away from the wall?

Does the learner hit the wall above seven feet using an overhead serve from a distance of ten feet in three out of five trials?

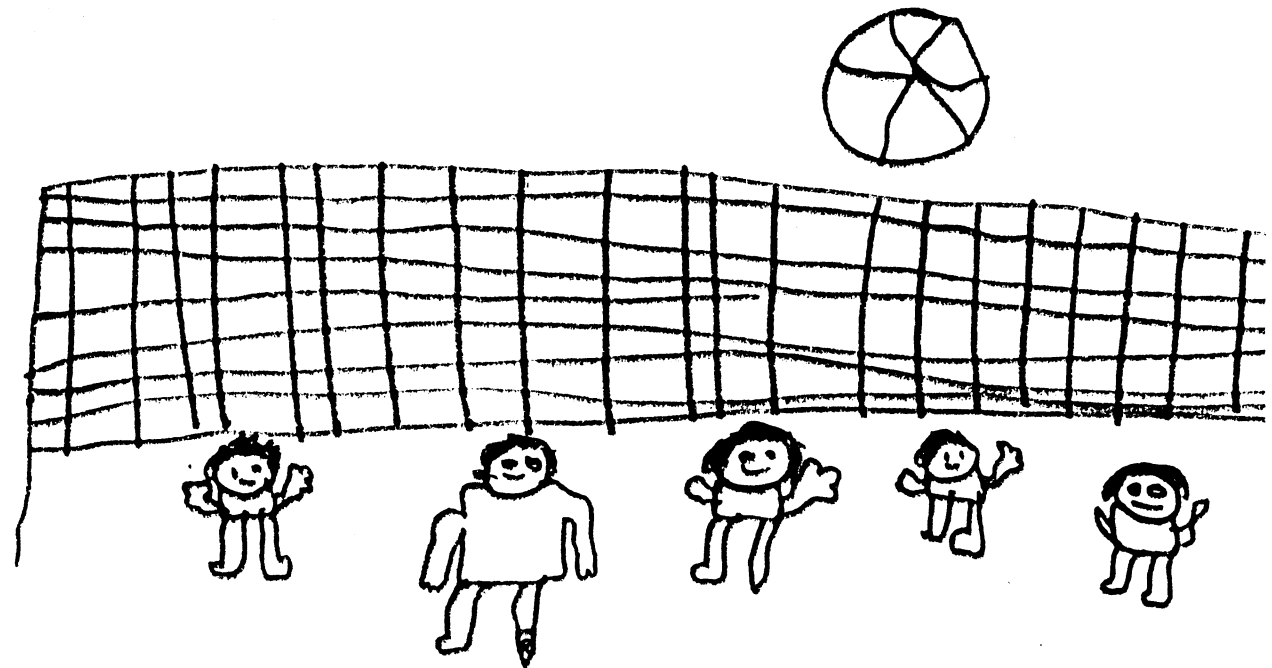
Toss the ball into the air with one hand and catch it with the other.

Use the overhead serve to serve to a partner who will roll (or use a bump) to return the ball to you.

Serve by playing "Shower Service Ball." See previous Objective for description.

Serve to a wall from a distance of ten feet.

Use the overhead serve to hit a ball to the wall above a line (seven feet) from a distance of ten feet.



## FOOTBALL

Football is a game that is played by many children starting at a very young age. The value of the game in the instructional program has two basic purposes. One is for cultural purposes. The game was invented in America and is widely played and viewed by millions of Americans. The second reason for its inclusion in instructional programs is that the skills of the game are similar to skills of other sports but also have some characteristics that are unique only to football. One of the unique characteristics is passing. In football, the receiver is usually moving away from the passer. This requires some special adaptation skills on the part of the passer and receiver. That is the reason that the focus of this unit is on the passing game.

Teachers may want to add other skills to the experience and/or place less emphasis on the passing game. If so, consider some very important factors. Most other football skills that are used in football (besides punting and kicking) are used in contact. For safety purposes these should not be taught in a regular physical education class. These skills will be developed when students choose to join a school or community football program.

The learning objectives in this unit ask the learner to obtain a high level of skill when passing, receiving, running passing routes, and playing pass defense. Progress at a rate that will allow learners to obtain these skills. The learners will learn three positions in this unit; passing, receiving and defending. There are two considerations for the teacher. One, the learners remain at one position until they demonstrate the basic skills of that position and then rotate to a new position. Secondly, the teachers can rotate the learners from position to position at a regular frequency. There are advantages and disadvantages to both. Learners may be able to master the skills of all three positions faster if they remain at one until it is mastered. However, the learners may become bored remaining at one position too long and lose interest. The last three learning experiences are kicking, punting and catching. These skills could be

incorporated into game-like play by following specific safety guidelines.

1. No rushing the punter (punter has four to five seconds to punt the ball).
2. Cannot move down field until punt or kick is caught.
3. No blocking, pushing or any other contact is allowed (unless touch football is being played).

An activity that is very rewarding for the learners and allows them to test their skills is a punt, pass and kick contest. The contest assesses distance and accuracy.

Distance: The learners see who can punt, kick or pass the ball the furthest. Measure a line or tape pulled straight down the field.

Accuracy: A line is marked (or measuring tape) straight down the field. The punt is marked where the ball hits the ground. The distance from the line to the ball is the accuracy score. Learners can win the distance contest or the accuracy contest or both.

Ability grouping the learners for skills development and game play will be helpful. This will allow the teacher to structure the distances (a critical factor in this unit) appropriate to the skill level of the learners.

Grade/Level: Sixth/Secondary

Concept/Activity: Football

Objectives: The learner will be able to:

1. Pass and catch a football with a moving receiver.
2. Demonstrate the ability to use offensive and defensive strategies in a two-on-one setting.
3. Use offensive and defensive skill and strategy in a three-on-two game of football.
4. Execute at least four pass routes correctly in a six-on-six situation.
5. Perform specific skills unique to the game of football.
  - a. Punt a football for twenty yards.
  - b. Kick a football for thirty yards.
  - c. Catch a football punted or kicked two out of five trials.

En Route Learnings  
Learning Experiences

Teach To The Objective

Monitor Learner Progress

- 1.1 Can the learner pass and catch a football with a partner while stationary?  
(PEH 299-300)

This may be the first physical education experience that is specifically directed at football. However, it is not uncommon for many learners to have participated in community youth football leagues. Keeping the focus for these learners on the refinement quality of skills will be important. The mechanics of passing a football are the same as the overhand throwing pattern. If learners do not demonstrate a correct overhand throwing pattern, teach directly for it at this time.

Make the ball spiral when you pass it.  
-Grip the ball between the middle and end.  
-Step toward target when throwing.

A correct grip is the key to a spiral. Select footballs that will allow the learners to grip the football as follows:

1. Place the fingers on the laces of the football between the middle and end.
2. Spread fingers comfortably with thumb underneath ball.
3. The ball is held with the fingers - not in the palm.
4. The passing pattern is similar to the basic overhand throwing pattern.

Focus on the spiral before asking for accuracy. Have learners pass to a large target area so accuracy is not a concern. Stance and weight transfer are critical to developing a correct passing pattern. Use modified balls (nerf) balls as appropriate for developmental level of the learners.

Does the learner demonstrate a correct punting form when striking the ball?

Does the learner demonstrate the ability to make a spiral pass for a distance of 20 feet in three out of five trials (use a large target area-focus is on spiral)?

## En Route Learnings Learning Experiences

## Teach To The Objective

## Monitor Learner Progress

When learners can make three out of five passes to the large target area, begin to gradually reduce the target area. Maintain standard criteria for each target size before reducing the size of the target area.

Pass a spiral to partner fifteen to twenty feet away while stationary?

Learners are ready for partner work when they demonstrate the ability to make a spiral pass for a distance of 20 feet three out of five trials. For this combined learning experience the passing cues are the same as the above.

Does the learner demonstrate the ability to make a spiral pass to a partner three out of five trials twenty feet away?

Catch a ball pass from a partner while stationary.

The hand placement in catching a football may vary in some other sports. The basic difference in football is that it is usually caught when moving away from the passer. There are some factors that are similar and should be easily transferred: watching the balls "in", catching the ball with the fingers and absorbing the ball (giving) as it comes in. The ball should be caught with the fingers, the arms give and the ball is tucked away into the arm pit. Standing 15 to 20 feet apart, have the learners focus on catching above the chest. As learners demonstrate correct catching technique above the chest, practice catching the ball below the chest. Practice should focus on catching a ball in front of the body.

Does the learner demonstrate the ability to correctly catch a football four out of five trials passed from at least twenty feet? Note: all the qualities listed under "Learning Experiences" should be demonstrated.

-Give and tuck the ball away.

-Thumbs are together fingers pointed up to catch a ball above the chest.

-Turn fingers down, little fingers together, to catch a ball below the waist. (PEH, 300)

Catch balls in different areas around the body.

Learners need to practice catching balls that are passed to different spots around the body while facing passer. Do not begin this learning experience until the learners demonstrate correct technique with the two above experiences. The basic focus is the same.

Does the learner demonstrate the ability to catch a football in the following areas around the body in four out of five trials?

1. Catch ball above and outside shoulder (left side right side.)
2. Fully stretch above the head to catch a ball.

-in front of the chest?  
-above the head?  
-over the left and right side of the shoulder?  
-standing sideways to the passer (left and right)?

En Route Learnings  
Learning Experiences

Teach To The Objective

Monitor Learner Progress

3. Catch the ball in different spots in front of the body below the chest.

Catch a ball while standing sideways to the passer.

- left side facing passer.
- right side facing passer.

The little fingers are together making a "basket" like shape when catching a football. The learners need to practice while stationary. Practice should focus on:

1. balls caught between waist and chest.
2. above the chest.
3. below the waist.
4. facing one direction, then the other.

Before moving to the next condition, learners should demonstrate the ability to catch three out of five passes.

1.2 Can the learner receive a passed ball when running a pass pattern?

Run twenty feet and cut straight across in front of the passer-"crossing pattern."

- starting stance is standing with feet comfortably staggered or three point stance position.

- make a good body fake on the cut.

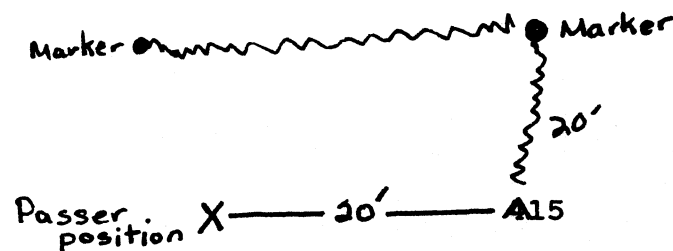
Learners should demonstrate the ability to run basic pass routes first without catching a passed ball. The types of routes are optional. There are two presented below as learning experiences. It is important that the learners be expected to run correct routes. Additional routes are presented in later learning experiences.

Practice the routes at half speed and gradually increase speed as learners demonstrate the ability to run correct routes. Use markers to assist the learner in knowing where and when to make cuts and the angles they should use.

Does the learner demonstrate the ability to execute a crossing pattern correctly four out of five trials?

Crossing Pattern

1. From starting stance, run twenty feet straight to marker.
2. Make a body fake to the outside, plant outside foot and pivot as you step with inside foot at a right angle back to the inside crossing in front of passer.
3. Run straight across.



En Route Learnings  
Learning Experiences

Teach To The Objective

Monitor Learner Progress

The receiver will need to slow slightly just prior to the body fake/cut. Learners must execute a good body fake and "square cut" before they can start receiving a football.

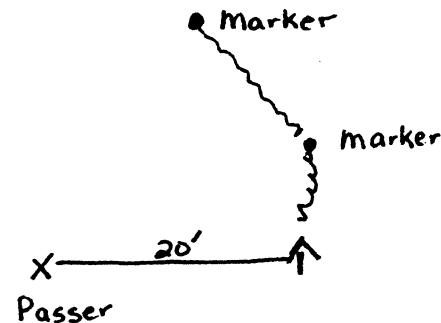
Run a "post pattern" by going 10 feet and out at an angle toward the middle of the field.

Same general consideration as above.

Post Pattern

1. Run 10 feet straight ahead from starting position.
2. Make a body fake to the outside.
3. Plant and pivot on the outside foot and step with the inside foot at an angle toward the middle of the field.
4. Run at an angle away from passer down toward the middle of the field.

Does the learner demonstrate the ability to execute a post pattern correctly four of out five trials?



- 1.3 Can the learner make a pass that is catchable by a receiver running a pass route?

Group the learners so that they remain as passer and receiver. This will allow them to focus on one skill at a time-passing or receiving. Rotate learners when they demonstrate the ability to correctly perform the skill. You may need to consider rotating the learners earlier if they demonstrate boredom of practicing the same thing too long. However, a motivating factor is holding the learner accountable for performing the skill correctly before they can rotate.



En Route Learnings  
Learning Experiences

Teach To The Objective

Monitor Learner Progress

Lead the receiver  
so the receiver can  
run under the ball.  
Crossing pattern.

Place the learners in groups of threes - one passer, two receivers. Receivers take turns running pass routes. Learners use the same crossing pattern as practiced in previous learning experiences. The receiver will need to run routes at half speed. As receivers and passers demonstrate control, the speed can be gradually increased. The teachers may need to manipulate the passers throwing force when throwing to a moving receiver. The more trouble the passer is having the more they will need to slow the speed of the pass down. The speed of the receiver will also be a factor to manipulate.

Design a game that awards points to the receiver who catches passes and passers who make catchable passes. Each learner gets five trials at each. The one with the most points wins.

Run a post pattern.

Practice the post pattern after learners have demonstrated the ability to pass and receive a ball correctly. When running crossing patterns, the considerations for the post pattern are the the same as above. The difference is in the passer. The learners have to make a pass to a receiver running away from them. Demonstrating how to lead the receiver will deal with the idea of using the correct amount of force when passing. The activity above or a similar activity could be designed for this experience.

Does the learner demonstrate the ability to lead the receiver effectively in three out of five trials?

2.1 Can the learner  
maintain a defensive  
position while the  
offensive player is  
running a pre-  
determined pass  
pattern?

Pass defenders must be able to run backwards quickly, turn left or right and run sideways and stay close to the receiver. The way these types of skills are used is unique to football.

## En Route Learnings Learning Experiences

## Teach To The Objective

## Monitor Learner Progress

Starting stance is on your toes, knees bent, and the upper body is leaning forward slightly.

Run backwards for at least 20 feet.

Turn and run sideways from defensive pass stance on the signal. Turn right. Turn left.

Run backwards, on the signal turn and run sideways. Right turn. Left turn.

Stay close to a receiver running a crossing pattern (no pass).  
-run backwards and break on receiver's cut.

The first step out of the stance is backwards. The upper body will straighten up slightly during the run. A common problem when running backwards is falling down. The upper body should not lean backward. The knees should lift enough to allow the feet to step back without tripping on the ground.

The learner must be able to look at the spot where the receiver was standing while running sideways. To turn right and run side ways the right foot drops back body rotates to the right (pivoting on left foot) the left leg crosses in front of the right with the left side of the body facing toward the receivers starting position. Reverse the pattern when running sideways to the left.

Organize the above learning experiences by grouping the learners in twos. One learner is in a pass receiver position, the other will be in a pass defensive position facing the receiver from about 10 feet away. On a signal the defensive learner executes the turn and run. Rotate learners every 3 to 5 practices.

Have the learners practice at half speed. When they demonstrate a controlled turn (critical part to the learning experience) they should continue to run backwards at half speed. As they turn, they can gradually increase the speed of the sideward run. Increase the backward running speed after the learners demonstrate control in turn and fast sideward running.

Ask learners to see how fast they can get from the defensive stance to a marker 30 feet away by running 10 feet backwards and 20 feet sideways.

Use markers to force the receiver to run the same routes continuously. This is important to help the defenders practice making "breaks" (turning) on the receiver's cut. The defender will run backwards until the receivers makes the cut. The defender reacts by breaking on the cut to keep the receiver between the defensive position and the passer.

Does the learner demonstrate a correct starting stance?

Does the learner demonstrate the ability to:

- run backwards for twenty feet?
- run sideways for twenty feet?

Does the learner demonstrate the ability to change from a backward run to a sideward run under control?

Does the learner demonstrate the ability to break on the receiver's cut and keep the receiver between self and passer?

## En Route Learnings Learning Experiences

## Teach To The Objective

## Monitor Learner Progress

-keep receiver  
between you and  
the passer's  
position.

Note: Defending a crossing pattern does not require the defenders to run sideways. But they must break on the ball. The break will be forward toward the receiver's outside shoulder.

You should be on the receiver's outside shoulder when ball is thrown.

Same considerations as above when adding the pass. The learners should practice at half speed. Defenders should not try to block pass. Gradually increase speed as learners demonstrate the ability to be in position on the outside shoulder when ball is thrown.

Does the learner demonstrate the ability to be within three feet of the receiver's outside shoulder when ball is thrown?

Block pass before receiver catches ball.

The defender must be able to reach with inside arm and knock pass down without touching receiver. Emphasis should be on two ideas. Block pass-try not to intercept it and avoid touching receiver. To block pass, defender has to be close to receiver's outside shoulder. Intercepting will be covered in more depth during later experiences.

Does the learner demonstrate the ability to block a pass in two out of five trials?

Stay close to a receiver running a post pattern.

Similar considerations for practicing as previous experiences. The big difference is that the defender tries to get in a position between receiver and passer. The correct position is close to the inside shoulder of the receiver.

Same as the previous monitoring consideration.

-run backwards and break on receiver's cut.

-Keep close to and between receiver and passer.

-Block a pass.

The learners can be organized in a variety of ways for the above learning experiences. One suggestion is to place them in groups of threes with similar abilities. This will make it easier for the learners to practice breaking on the ball. The learners would rotate from one position to the next every three to ten trials. The learners could test their skills in an activity similar to the following game: Defender receives six points for each pass they actually block; receiver will get six points for each pass they

actually block; receiver will get six points for each pass caught; and the passer gets six points for each pass caught or that was catchable (do not count blocked passers). The learners will get three trials at each position. The learner with the most points wins.

3.1 Can the learner on offense call and execute an effective pass pattern?

En Route Learnings 3.1 and 3.2 should be developed simultaneously. The focus is on offensive and defensive pass skills and strategies. Learners can be in groups of five or six people. When in a group of five, the passer will need to be the same learner the entire game. This maintains an even number of receivers and defenders. In this situation the games should be short - first to score 18 points - so learners can rotate in and out of passer (quarterback) position. One defender should be passive when there are six learners to a group.

Call pass patterns that keep receivers away from each other.

The quarterback should call the pass routes. Provide a set of cards with passing plays for the quarterback to choose from. Example:

1. Receivers on left and right side of quarterback.  
Receiver on left - post pattern. Receiver on right - crossing pattern.
2. Reverse the above.
3. Reverse on the same side. One runs a post the other a crossing pattern.

Does the learner demonstrate the ability to call pass patterns that spread the defense out?

3.2 Can the learner on defense maintain good defensive position against pass receivers?

## En Route Learnings Learning Experiences

## Teach To The Objective

## Monitor Learner Progress

Decide which pass receiver you can match up with best defense.

Defenders have to decide which receiver they can best defend against and defend that player. Defenders should focus on getting and maintaining good body position and blocking passes.

Does the learner demonstrate the ability to select a receiver that they can defend?

There are two basic ways to organize the game play.

1. Each group of five or six will have their own playing field. Goal lines are marked. Teams earn touchdowns by advancing the ball across the goal line. There are a variety of rules that can be used for this situation. Learners could have some flexibility in establishing the playing rules. The teacher must provide guidance for safety and maintaining the focus on the skills to be used in En Route Learnings 3.1 and 3.2.
2. The ball is always put in play from the same spot. Touchdowns are awarded for some or all of the following:
  - Three passes caught in a row.
  - Blocked passes.
  - For each pass caught.
  - If pass is caught beyond 20 feet marker.

### 3.3 Can the learner select the open receiver?

Watch both receivers and pass to the open receiver.

Use a lead pass to help create an open passing lane.

The learner, when passing, must be able to watch both receiver and determine which receiver will be open. The faster this can be done after receiver moves out, the greater the offensive advantage. The passer should pass the ball before defender has a chance to recover and before the receiver is too far away.

Does the learner demonstrate the ability to identify the open receiver as soon as the cut is made?

Does the learner lead the receiver to help create or maintain an open passing lane in three out of five trials?

En Route Learnings  
Learning Experiences

Teach To The Objective

Monitor Learner Progress

4.1 Can the learner  
run a down and out  
pass pattern?

The previous learning experiences taught the learners the mechanics of running pass routes and defending against pass receivers. If learners do not demonstrate the correct mechanics of running pass routes and defending against pass receivers, return to those previous learning experiences and teach for it directly before proceeding with this En Route Learning.

Run a down and out pass pattern no defender.

- run straight toward the sideline.
- run pattern so that you are running toward sideline and line of scrimmage.
- run pattern so that you are running slightly upfield while running sideline.

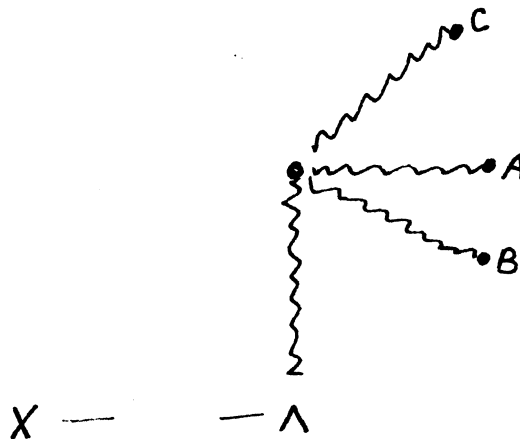
The learners should practice the pattern at half speed until they demonstrate correct cuts. There are three variations to the pattern. Teach only one at a time.

Down and Out

1. Run about 20 feet, make a fake to the inside and plant inside foot.
2. Make a right angle turn stepping toward the right side line with outside foot.
3. Run straight toward sidelines.
  - b. Run slightly toward line of scrimmage.
  - c. Run slightly upfield.

Does the learner demonstrate the ability to:

- run a down and out pass pattern correctly?
- catch a pass while running a down and out pass pattern?



**En Route Learnings**  
Learning Experiences

**Teach To The Objective**

**Monitor Learner Progress**

Catch a pass while running a down and out.

Increase the speed of running the pass pattern as learners demonstrate control of making the pass cuts. Introduce the pass as learners begin to increase speed. Manipulate the speed and the pass to help the learners improve performance. This is done by adding or taking away the pass and/or increasing or decreasing the speed.

Pass the ball to a receiver running a down and out.

Another factor to consider is the pass. Down and out patterns are difficult passes to make because the receiver is moving away from the quarterback so fast. One suggestion is to start the receivers five to ten feet away from the quarterback.

Does the learner demonstrate the ability to make a pass to a receiver running a down and out pass pattern in two out of three trials?

**4.2 Can the learner defend against a receiver running a down and out pass pattern?**

This is similar to the crossing pattern. Break on the receiver when the cut to the outside is made. The defender's position is next to the outside shoulder of the receiver. Practice at half speed. Increase speed when defender is able to break and position correctly.

Does the learner demonstrate the ability to defend against a down and out pass pattern in three out of five trials?

Guard a receiver running a down and out pass pattern half speed without a ball.

Half speed with a ball

Learners can test their ability to defend down and out by seeing how many passes they can block out of ten trials. Learners can rotate from passer to receiver to defender. The learner with the most blocks is the winner.

Gradually increase speed practicing defense without a ball then with a ball.

Block pass thrown to receiver.

When learners demonstrate the ability to run and defend the down and out pass pattern, design a game that includes passing, receiving and defenders. Each learner will have four downs at each position. The quarterback earns six points for each catchable pass. The receiver earns six points for each pass caught. The defender earns six points for each pass blocked. The learner with the most points with equal trials at each position is the winner.

4.3 Can the learners in a four-on-four situation use offensive and defensive pass patterns effectively?

In these experiences the learners will be using the three pass patterns taught previously; crossing, post, and down and out. There are four players on offense; three receivers and a quarterback and three defenders. Learners should rotate position from offense to defense regularly (every four to eight trials). The quarterback should be the designated play caller. Providing play cards may be helpful in guiding the quarterback in calling plays.

Call plays that spread the defense out.

Learners need to recognize the offensive advantage in running pass plays that spread the defense out. Pass routes that allow defenders to be near each other when defending can create an advantage for defense. The example below demonstrate a pass pattern that would spread the defense out. The learners must be held accountable for running pass patterns as taught.

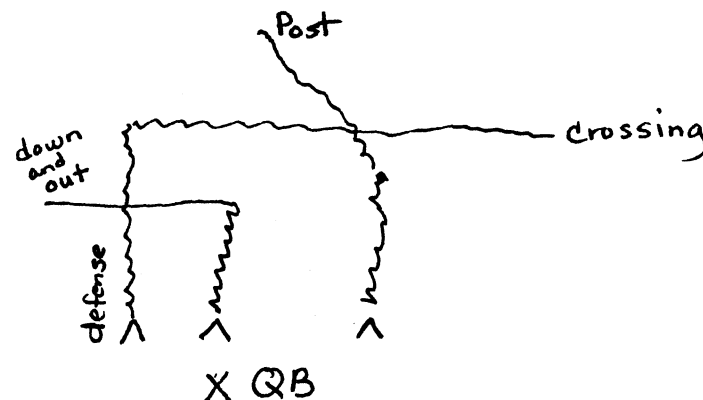
Does the learner demonstrate the ability to call pass plays that spread the defense out?

Does the learner demonstrate the ability to make a pass within five seconds to a receiver in three out of five trials?

Does the learner demonstrate the ability to execute pass patterns correctly?

You have five seconds to pass to an open receiver.

Run pass patterns correctly.





## En Route Learnings Learning Experiences

## Teach To The Objective

## Monitor Learner Progress

Identify the receiver you will defend.

Stay with receiver until pass is thrown.

Learners on defense should tell each other who they are defending. This must be done orderly and quickly so the offense does not gain an advantage by starting play before the defenders are in position. During early learning experiences, do not allow ball to be put in play until the defense is ready. Remove this instruction when learners demonstrate the ability to get into position quickly.

Design a passing game that has regular advancement of the ball. First downs can be earned by advancing the ball ten yards or by making two completed passes out of four attempts. Make teams even by adding a fourth player to defense. This player would be neutral on defense, but could rotate with other defensive players. A time limit or a specific point total could be designated to determine game length.

### 4.4 Can the learner add pass patterns to a four-on-three situation?

Run a "flag" pass pattern.

Run a "fly" pass pattern.

Run a "hook" pass pattern.

Run a "stop and go" pass pattern.

There are numerous pass patterns that can be taught to the learners when adding pass patterns to the learning experiences, consider the following:

1. Add only one pass pattern at a time.
2. Practice the new pass pattern under simple conditions and gradually increase complexity. (Note: refer to previous pass pattern learning experience for progress.)
3. Teach learners how to defend against each pass pattern.
4. Add the pass pattern to game situations when the learners are ready to use it.

Pass patterns are diagrammed on the last page of this unit.

Does the learner demonstrate the ability to select the correct receiver to defend and maintain defensive position until pass is thrown in three out of five trials?

Note: The previous monitoring considerations that used passing routes apply for these learning experiences. It is critical to hold learner accountable for executing pass patterns correctly.

Does the learner in four out of five trials demonstrate the ability to run a:

- flag pass pattern?
- fly pass pattern?
- hook pass pattern?
- stop and go pass pattern?

**En Route Learnings  
Learning Experiences**

**Teach To The Objective**

**Monitor Learner Progress**

**4.5 Can the learner use offensive and defensive strategies in a two-on-two and/or six-on-six game situation?**

Spread the defense out.

Tell each other on defense who you are defending.

Run pass patterns correctly.

Defend receiver until pass is thrown.

The considerations for these learning experiences are similar to learning experiences presented early. The difference is that more players are being used in the game situations. It will be important to control several factors when planning for these experiences:

1. Some learners may not be ready to participate with larger groups. They may progress better remaining in three-on-three to four-on-four situations.
2. Reduce complexity of game play or return to previous learning experiences if learners continually demonstrate problems with skills or strategies of the game.

Reminder: Complexity can be controlled by:

- a. reducing or enlarging field size.
  - b. giving passer more or less time to throw.
3. Plan game play that is appropriate to school learners situation.
  4. Play short games so learners can play more games against more teams.

Note: The same monitoring consideration used in similar learning experience apply here. The difference is that these experiences have more players. Hold the learners accountable for executing the skills and strategies.

**5.1 Can the learner punt a football?**

Stand in a staggered stance holding the ball with both hands. (PEH 300)

Punt the ball by stepping with the left foot and swing the right foot up - do not kick football (for right footed kickers).

The punt in football is similar to the goalie kick in soccer. The learners should stand with the non dominate foot slightly forward (for right handers) holding the ball with both hands. The ball is held waist high with the dominate hand under the center of the ball or just to the outside. The opposite hand is placed on the side and is used to guide/balance the ball on the dominate hand. The ball is pointed forward elbows are slightly bent.

Learners need to practice the kicking swing from one step before they can use three steps. Early practice should be without a ball. Add the ball as learners demonstrate correct leg swing. The kicking leg becomes fully extended at the point where the ball and foot makes contact. The left foot must remain planted on the ground as the kicking leg swings through. After the ball is

Does the learner demonstrate a correct one foot approach when punting?

## En Route Learnings Learning Experiences

## Teach To The Objective

## Monitor Learner Progress

Take one step and punt the football.

kicked the non kicking leg may leave the ground during follow-through. The foot makes contact with the ball on the instep of the foot about 12 inches from the ground. The foot is pointed. The nose of the ball continues forward. The focus should be on the correct kicking form not on the flight of the ball.

Does the learner demonstrate a correct punting form when striking the ball?

Take three steps-left, right, left (for right footed kickers) and kick the football.

Learners should practice first without kicking the ball. Add kicking when they demonstrate a coordinated three-step approach. Continue to reinforce the above teaching consideration.

Does the learner demonstrate a correct three step approach to punting?

Kick the ball for distance.

The focus for the learner shifts to distance when they demonstrate correct form. Emphasis should also be placed on kicking the ball "fairly" straight. Provide the learners various distances to kick the ball. Start with ten yards and increase by three to five yard intervals when they can demonstrate correct form and a fairly straight kick three out of five trials. A "fairly" straight kick is one that would not vary more than six yards from a perfectly straight kick. The flight of a kick should be a high arch. A twenty yard kick should be about ten to twelve yards high at the top of the arch. Learners can self test their kick and/or compete against each other with the following game-like activity. Place a line twenty yards away from the punting area. They can see how many out of five trials they can kick across the line accurately.

Does the learner demonstrate the ability to punt a football for a distance of twenty yards?

### 5.2 Can the learner punt a spiral ball?

Punt a spiral ball. Strike the ball just on the outside of the instep.

Only consider this experience after learners have mastered the above learning experiences. Some learners are already punting spirals naturally. The spiral punt is the result of a specific drop of the ball. The ball must make contact through its long axis just on the inside of the outside of the instep. The learners could have an activity where they take turns punting spirals. The learners could vote on who has the best spiral each time.

Does the learner demonstrate the ability to make the ball spiral when punting?

En Route Learnings  
Learning Experiences

Teach To The Objective

Monitor Learner Progress

5.3 Can the learner  
kick a football  
soccer style?

Kick a football off  
the tee using the  
instep kick you  
learned in soccer.

Kick the ball so it  
goes high in the  
air.

Take one step and  
kick the ball.

Take three to five  
steps and kick the  
ball.

Kick the ball at  
least twenty yards.

Can you make the  
ball go high when  
you kick it.

Kick the ball so  
that it goes  
"fairly" straight.

There are two ways to kick a football from a tee. (Soccer style and the traditional straight on style of kicking.) The teacher may select either style to teach, but should only teach one style. In recent years the soccer style has evolved as the most popular because kickers obtain more accuracy and distance. The soccer style football kick is performed similar to the instep kick in soccer. Learners should have acquired this skill during their elementary work with soccer. If they have not, teach for it directly at this time.

Learners should have tees from which to kick the football. Start the learners off using one step and kick - step left kick with right foot (for right footed kickers). Provide the learners with a target area to kick toward but maintain emphasis on the kicking form. The foot should make contact below the center of the ball to kick the ball high. The learners can add steps (three to five) as they demonstrate correct form.

The focus of the experience gradually shifts to accuracy or what the ball does after it is kicked. Provide the learners a target area twenty yards from the kicking tee. The learners should practice until they demonstrate they can kick the ball high, fairly straight, and for at least twenty yards three out of five trials. Learners can test their performance by seeing how many balls out of ten they can kick twenty yards landing within five yards of a straight line.

Does the learner demonstrate the ability to kick a football soccer style?

Does the learner demonstrate the ability to kick the ball at least twenty yards in three out of five trials?

Does the learner demonstrate the ability to kick the ball five to six yards high in three out of five trials?

Does the learner demonstrate the ability to kick the ball "fairly" straight?

**En Route Learnings**  
**Learning Experiences**

**Teach To The Objective**

**Monitor Learner Progress**

Kick the ball  
twenty-five yards.

Gradually increase the distance learners kick the ball  
as they demonstrate control of their kick.

Does the learner demonstrate the  
ability to kick the ball...  
...twenty-five yards?

Kick the ball  
thirty yards.

**5.4 Can the learner  
catch a punted or  
kicked football?**

Catching a punted or kicked football may be one of the  
most difficult receiving skills. The ball is usually  
traveling fast and the shape of the ball can make the  
ball difficult to catch. The skill of catching is no  
different than for catching other balls with the hands.  
It is the condition that makes it more difficult.

Catch a ball  
thrown into the  
air.

This can be a self toss or partner toss. The important  
idea is to catch a ball coming down. Learners can be  
asked to toss the underhand normally as well as making  
a toss that makes the ball flip end over end.

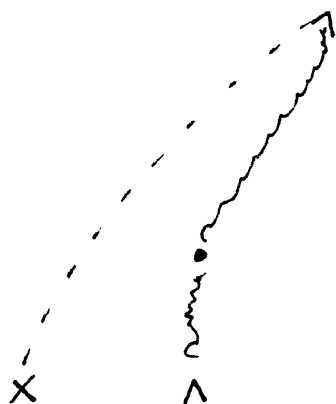
Does the learner demonstrate the  
ability to catch a tossed ball  
thrown high into the air three  
out of five trials?

Catch a ball that  
is punted or kicked  
to you.

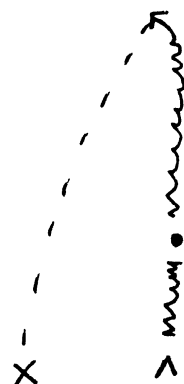
This can be practiced with partners at the same time  
kicking or punting for distance is practiced. Be sure  
to plan for enough space so learners won't run into  
each other while looking up to catch a ball.  
Learners can test their catching ability by seeing how  
many balls they can catch (out of five) that are kicked  
or punted to them.

Does the learner demonstrate the  
ability to catch a punted or kicked  
ball two out of five trials?

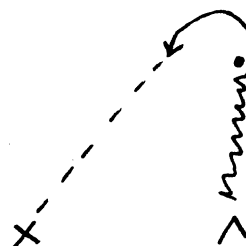
Flag Pass Pattern



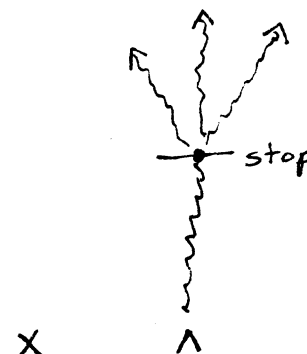
Fly Pass Pattern



Hook Pass Pattern



Stop and Go Pass Pattern



Grade Level: Sixth

Concept/Activity: Educational Dance and Rhythms

Objectives: The learner will be able to:

- D.6.1. Demonstrate the ability to combine the movement qualities of space with weight and time. (Awareness of Flow and Space Qualities)
- D.6.2. Demonstrate skill in combining walking steps with complex patterns of interaction with a partner and group to perform main figures from a square dance formation.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

6.1 Can the learner combine the movement qualities of space with weight and time?

Choose one quality of weight or time and develop a short movement sentence in which you explore the combined contrasted qualities with space.

Stretch like a waking cat.

Buck like a wild bronco.

Pounce like an attacking tiger.

Learners should explore combinations and contrasts of qualities listed below in terms of actions of body parts, total body actions (locomotor and non-locomotor), and/or work with a partner/small group.

Space/weight qualities:

- Direct and firm - punching, thrusting, pressing, strong movements.
- Direct and light - gentle, aimed, gliding, dabbing.
- Flexible and firm - slashing, wringing, strong twisting actions.
- Flexible and light - floating, flicking, gentle spiraling, roundabout actions.

Does the learner exhibit a variety of actions with body parts, total body movement?

Are contrasts of weight (firm/light) combined with contrasts of space (direct, flexible)?

Are contrasts of time (sudden/sustained) combined with contrasts of space?

## En Route Learnings

## Teach To The Objective

## Monitor Learner Progress

Choose both the qualities of weight and time and develop a movement sequence in which you explore combined, contrasted qualities with space

A cat playing with a ball of twine.

Recreate this short story by yourself or with a partner(s).

Space/time qualities:

- Direct and sudden - sharp pouncing, tapping, punching actions.
- Direct and sustained - smooth, long, glidding, pressing actions.
- Flexible and sudden - slashing, flicking, twisting, fluttering actions of short duration.
- Flexible and sustained - floating, wringing, yawning twisting, actions of long duration.

Learners can be helped to understand these actions by selecting feelings, actions, stimuli, and images that help them move in a given way. Stretching like a cat walking in the morning for flexible/sustained; bucking like a wild bronco for flexible/sudden; pouncing like a spider on a fly for direct/sudden are but examples. Do not, however, get caught up in the stimuli, pantomime or imagery because it is the quality you are attempting to combine.

Do partner/small group movement complement, mirror, contrast each other?

Are transitions smooth?





Grade Level: Sixth

Concept/Activity: Folk Dance

Objective: The learner will be able to:

D.6.2. Demonstrate skill in combining walking steps with complex patterns of interaction with a partner and group to perform main figures from a square dance formation.

En Route Learnings

Teach To The Objective

Monitor Learner Progress

6.2 Can the learner perform a selected square dance formation?

Select a square dance appropriate to the grade level and which focuses on the patterns you have previously taught. Add new patterns as appropriate.

Perform introductions, trims and endings to a record without error.

Help learners identify positions. Mark the floor with tape if necessary. Number positions as well. In reviewing introductions, trims and endings, demonstrate and walk through without music and then add music. Demonstrate with one square. Have all squares walk through without music.

Do learners know their position?  
Partner?  
Corner?  
Opposite?  
Do the learners remember previously learned material after a brief review in two out of three trials?

Perform each main figure without error.

Increase speed, put to music. Practice several times. Combine main figure with simple introduction, trim and ending. Then make more complicated. Give each couple a chance to lead. Make vocal directions clear - have word cues to signal each main figure and trims.

Do all four couples know roles for each figure?  
  
Do the learners perform steps to music in two out of three trials?

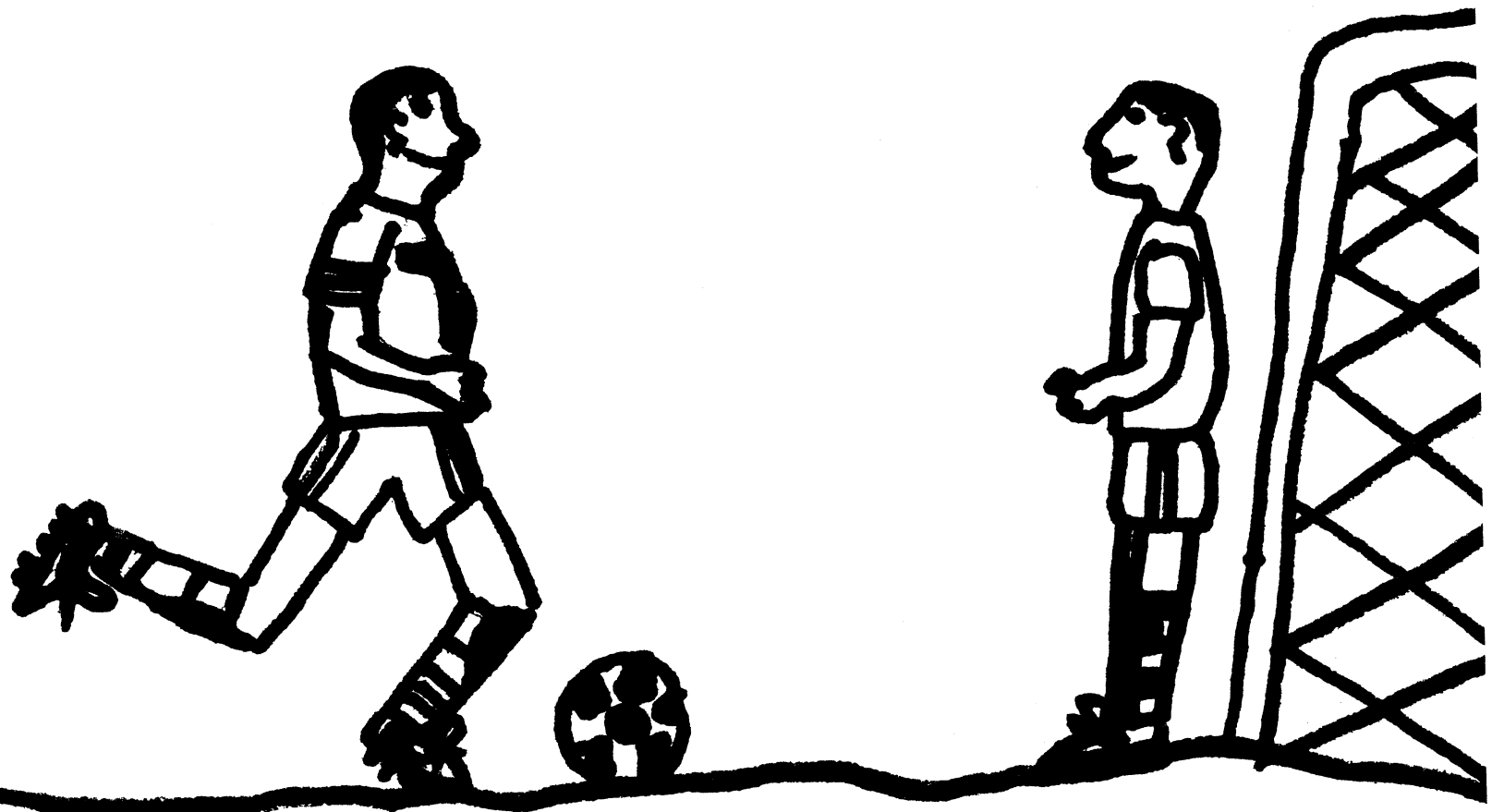
Perform a complete dance with introductions, trims, main figures and endings to music.

If learners make an error, have them return to home position. Call figures taught in order first; Then scramble order so learners cannot anticipate. Mix two or more main figures with introductions, trim and ending.

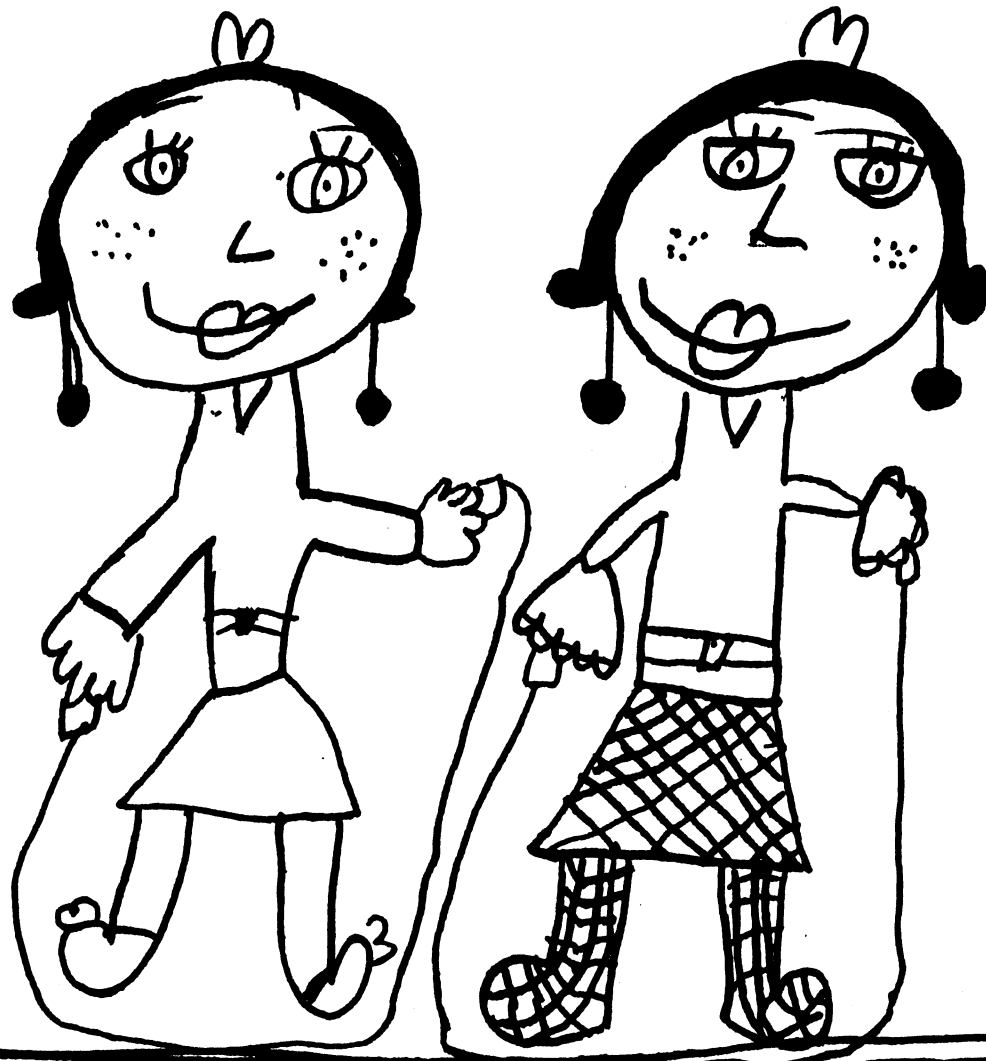
Do learners know each pattern?  
Do learners demonstrate smooth transition from one call to the next in two out of three trials?

Divide the Ring  
Duck for Oyster  
Hot Time in Old Town  
Texas Star  
Ladies Chain  
Grange Hall

Red River  
Oh Johnny  
Alabama Jubilee  
Arkansas Traveler  
Yankee Doodle



David Campbell  
Mountain View School  
Greenville School District



Denise Planas, 1st Grade  
Louie Conder Elementary  
Richland District 2

#### **(4 - 6) - AFFECTIVE COMPETENCIES**

At the completion of the sixth grade the learner will be able to:

##### **Develop responsible behavior in physical education**

- 1.1 Perform consistently on ninety percent of the affective goals for responsible behavior in physical education to be completed prior to the end of grade three.
- 1.2 Define criteria for good class rules.
- 1.3 Assess own class rules and recommend changes as needed.
- 1.4 Recall the task focus when asked.
- 1.5 Remain on task without close teacher monitoring.

##### **Accept and make responsible choices toward becoming an independent learner.**

- 2.1 Make sound judgements about safety.
- 2.2 Use movement skills within one's movement capabilities and repertoire.
- 2.3 Distinguish between acts of courage (challenge) and acts of risks (recklessness).
- 2.4 Set challenging but achievable goals for one's own physical performance.
- 2.5 Make wise choices when provided the opportunity. (activity, partners, level, equipment, space).
- 2.6 Use time wisely by engaging in practice trails (activity), rather than observing others (standing-back-passive).

##### **Demonstrate the ability to work with others, to appreciate individual differences, and to achieve cooperative group goals.**

- 3.1 Identify crucial rules in games and explain their purpose.
- 3.2 Modify tasks to meet demands of situation, cooperative work or creative games, dance or gymnastics.
- 3.3 Make suggestions and modifications of game rules and follow without disagreements.

- 3.4 Refrain from efforts to gain success (product) at the expense of good technique(process).
- 3.5 Adjust movement skills to aid a partner in improving.
- 3.6 Teach an activity or skill to a peer.
- 3.7 Contribute to a group goal of getting equipment ready, taking turns,sharing equipment/space.
- 3.8 Assume leadership/followership roles in a relationship of two or more and understand the responsibility involved.
- 3.9 Accept gender,race, and ability similarities and difference.
- 3.10 Identify the components which allow for productive group work and provide for the completion and/or alternative solutions.

**Gain self esteem and self understanding and appreciate the meaning, significance and joy of movement.**

- 4.1 Appreciate the differences between one's own participation, effort, improvement and performance.
- 4.2 Accept one's own natural movement skills without boasting or bragging.
- 4.3 Accept one's own movement skill limitations without giving-up showing undue frustration or not participating.
- 4.4 Explain the effect of one's own movement skills on how one feels about oneself(how movement effects self esteem.)
- 4.5 Use aesthetic criteria to explain the difference between skillful performance and poorly skilled movement. (fluid, smoothj, gentle, graceful, forceful, dynamic).
- 4.6 Appreciate the value and satisfaction of physical activity and choose to participate in activities in after school hours.
- 4.7 Acknowledge fear and/or the probability of failure as inhibiting variables to potential achievement.

# AFFECTIVE COMPETENCIES (4-6)

## En Route Learnings

## Teach to the Objective

## Monitor Learner Progress

- |   |   |  |
|---|---|--|
| <p>1.1 Can the learner perform consistently on ninety percent of the affective goals for responsible behavior in P.E. to be completed prior to third grade?</p>   | <p>Continue to state and reinforce class rules and expected behaviors. If you have consistently applied these principles, the learners should be in a positive learning climate.<br/>If particular children cannot achieve this behavior goal, the teacher may need to find individual solutions or a specific behavioral management plan for a particular child.</p>   | <p>Does the learner show responsible behavior in physical education ninety percent of the time?</p> <ul style="list-style-type: none"> <li>a) know rules and consequences</li> <li>b) follow rules</li> <li>c) respond to rules when reminded.</li> <li>d) refrain from hurting others</li> <li>e) recognize signals.</li> <li>f) listen attentively</li> <li>g) get and use equipment carefully.</li> </ul> |
| <p>1.2 Can the learner define criteria for good class rules?</p> <p>-What should we (class) consider in developing rules for our physical education classes?</p> <p>-Where do criteria (standards) come from?</p> | <p>Explore with learners what qualities (criteria) make for a good class learning situation. Such things as (1) safety (2) respect for others rights (3) opportunities for instruction (4) for practice (5) for analysis and evaluation (6) for challenge, joy, sharing.<br/>Develop specific rules from big ideas if students seem more able to go from specific...help them learn to group specifics into larger conceptual value ideas. The affective area is an abundant one for teaching thinking skills, because learners already have experiences to expand. Why questions are always appropriate in these learning settings.<br/>Keep learners discussion at their level, use specific class examples to elaborate when discussion is hazy. (For example, why no pushing)</p> | <p>Do the learners define and understand what criteria (or values) underlie good rules?</p> <p>Do learners examine where criteria for rules come from or are developed?</p>  |
| <p>1.3 Can the learner assess class rules and recommend changes as needed?</p>  | <p>This learning experience can be done individually, in small groups, or by the total class. This competency is best taught at a "teachable moment"... when someone or a class feels upset about some rule.<br/>It can also be integrated with other group problem solving activities such as most of those competencies listed in category three which stress cooperative group goals.</p>  | <p>Do the learners assess class rules and recommend changes?</p>   |

## AFFECTIVE COMPETENCIES (4-6)

### En Route Learnings

### Teach to the Objective

### Monitor Learner Progress

1.4 Can the learner recall the task when questioned?

-Thumbs up when you hear what you think is the task focus today.

-Question learners about what they are concentrating on while active.

Can the learner recall the focus for a group problem and can he/she explain the process

If individual or group work is to be productive, teachers will need to continually "check for understanding" or insure that learners are clear about the objective or task.

Individual tasks and group problem solving require attention to the focus and if off-task or off focus there is a need for resolution. What was the process to get on focus?

Does the learner recall the focus of the task assigned?

Do learners recall the focus of a group problem and the process the group used to reach solutions.

1.5 Can the learner remain on task without close teacher monitoring.

Work on the task that is assigned.

It is good that you are continuing to work at the assignment.

Learners with short attention spans need constant supervision. Make tasks last a short time. Change them often with small changes in focus. Change in focus may come from highlighting body part used, changing equipment, space, distance, partner, adding a rule, etc.

Does the learner remember the focus of the task?

## AFFECTIVE COMPETENCIES (4-6)

### En Route Learnings

Work hard until  
I say stop or  
change.

Begin task and  
continue working  
until you develop  
a sequence or  
complete the task  
and can show me you  
are ready to move on.

### Teach to the Objective

Learners who need constant monitoring need reinforcement for staying on task. Praise and approval for hard work should be given.

Learners begin activity on task and will stay on task with continual monitoring from teacher.

- \* Restatement of task
- \* Proximity of teacher to student
- \* Eye contact
- \* Hand signals, smile

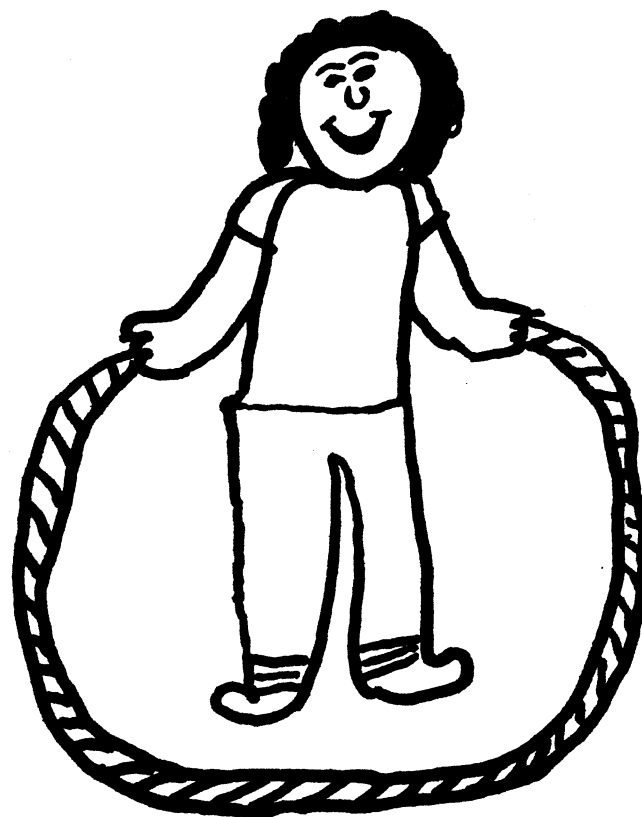
Learners work independently on task for period from three to five minutes:

- \* In presence of teacher
- \* When teacher leaves room

### Monitor Learner Progress

Does the learner stay on task  
focus when being  
monitored.

Does the learner show the ability  
to work without close teacher  
monitoring?





## AFFECTIVE COMPETENCIES (4-6)

### En Route Learnings

### Teach to the Objective

### Monitor Learner Progress

- |   |   |   |
|---|---|---|
| <p>2.1 Can the learner make sound judgements about safety?</p> <p>When participating in physical activity demonstrate responsible safe behavior.</p> <p>Over a period of time demonstrate responsibility by:</p> <ul style="list-style-type: none"><li>* a willingness to to refuse dares</li><li>* urging others to undertake safe behavior.</li></ul> | <p>This is a long term goal in which learners must be given choices for their activity responses. While choices may be limited at first (would you rather jump off the box and land on two feet or one?), learners need to learn to make sound judgements.</p> <p>Sound safe behavior develops slowly by testing one's own limits from appropriate choices.</p> <p>Encourage learners to be helpful with others. Help them to value supporting each other's efforts and making sound judgements?</p>  | <p>Does the learners choose the best solution for his/her ability level and safety?</p> <p>Does the learner exhibit a willingness to refuse dares that are beyond his ability?</p> <p>Does the learner encourage others, spot for them, and urge safe behavior?</p> |
| <p>2.2 Can the learner use movement skills within one's movement repertoire?</p> <p>-analyze tasks<br/>"What does it take to do this movement"</p> <p>-Let learners continually monitor and self evaluate</p>   | <p>Learner's gain an awareness and expand their movement abilities through experience. The following example can help the teacher to explain to learners how to learn what is in their movement repertoire and how to proceed safely?</p> <p>For example: While moving onto, along and off of large apparatus in an indoor gymnastics or outdoor playground setting learners will demonstrate responsible choices of movement responses.</p> <ul style="list-style-type: none"><li>* They will work within their ability level.</li><li>* They will work with others of similar ability.</li><li>* They will progress from simple to more complex tasks.</li><li>* They will develop the skill on or close to the floor before doing it on the equipment.</li><li>* They will ask for spotting when assistance is needed.</li></ul> | <p>Does the learner understand basic motor skills progression and how to assess oneself before trying things too difficult for them?</p> <p>Does the learner use movements that represent responsible choices within his/her movement capabilities?</p>             |

# AFFECTIVE COMPETENCIES (4-6)

## En Route Learnings

## Teach to the Objective

## Monitor Learner Progress

### 2.3 Can the learner discriminate between acts of courage and acts of recklessness?

Select movements that challenge your abilities.

When selecting movements do not choose ones which cause you harm or create a risk for you and others

What does courage, risk, recklessness, fear, mean to you?

Learners will acquire the ability to make sound judgements concerning risk over time. From primary to high school learning experiences in physical education can involve risk.

The teacher must assist the learners in recognizing potential risk while participating in physical activity.

Examples:

- (a) In the primary grades learners are to develop the ability to move in and out of balances smoothly to avoid hurting self.
- (b) Avoid throwing or striking balls harder than they can control.
- (c) In an weight lifting class, the learners do not try to lift more weight than they know they can for the purpose of "showing off."

Describe and discuss courage, risk, recklessness and fear with the learners. If game involves tagging, teach students how to touch lightly on hips or shoulders. Play the game showing safe behavior by being aware of others and avoid collisions; in Soccer, Basketball, Volleyball, Racquet skills.

Does the learner demonstrate the ability to select movements that challenge ability levels while making decisions that show reasonable good judgement?

Does the learner understand the differences between acts of courage and recklessness?

Does the learner set reasonable goals for self?

Does the learner demonstrate the ability to explain that being courageous involves a certain amount of fear?

Does the learner demonstrate the ability to explain the meaning of risk in positive and negative terms?

Does the learner make conscious decisions to avoid collisions?

## AFFECTIVE COMPETENCIES (4-6)

### En Route Learnings

### Teach to the Objective

### Monitor Learner Progress

2.4 Can the learner set challenging but achievable goals for their own physical performance

Assist learners in establishing realistic goals in motor performances. The purpose is for the learners to recognize that setting goals motivate them to improve their skill level. Learners must be able to perform their goal several times in a row to demonstrate successful accomplishment of the goal. Goals should be such that a learner must use effort to reach the goal.

Does the learner demonstrate that he understands the relationship between effort (output) and improving performance?

Examples:

\*Keep a ball going twenty seconds by striking with three different body parts.

Model to the learners what the physical performance goal they set looks like. This will help the learners recognize what they are working toward.

Does the learner set goals within his ability level?

\*Create a dance showing a change in speed.

Record the learners initial performance so they have a "bench mark" by which to compare their progress.

\*Increase the number of sit-ups, by five, performed in thirty seconds.

Learners need to also recognize that practice is the key to reaching a goal. Practice consists of the skills that are developmentally related to the goal; it should be correct.

Does the learner demonstrate effort/intensity to achieve the goal?

Practice regularly correctly to obtain your goal.

AFFECTIVE COMPETENCIES (4-6)  
En Route Learnings

Teach to the Objective

Monitor Learner Progress

2.5	Can the learner make wise choices when provided the opportunity to choose a partner activity, level, equipment or space?	Learners become better decision makers as they are given choices. Always discuss criteria in reference to choices and why some choices are better than others depending on the task, focus, process or product.	Does the learner make wise choices depending on the task focus or group focus in 3 out of 5 trials?
	<ul style="list-style-type: none"><li>- What are good criteria (reasons) for making the choice today?</li><li>- Have you chosen the best alternative?</li><li>- Evaluate your choices, you can change your mind.</li></ul>	<p>For example: Get a partner so that each of you can use your best overarm throw and throw and catch together safely and at least (15) fifteen times without chasing balls (too much)</p> <p>Consider: (1) partner's ability (2) your ability (3) equipment - gloves (?) type of ball, size, shape (4) space</p>	
2.6	Can the learner use time wisely by engaging in practice trials (activity) rather than observing others (passive)	Defining parameters and challenging students to accomplish a certain amount or quality of practice trials in a specified time helps them to structure time blocks for themselves. Observation has a place when task is unclear or the learner is analyzing, but attaining skill requires lots of practice trials.	Does the learner engage in continuous practice trials.  ...with structure ...without constant monitoring?
	<ul style="list-style-type: none"><li>- allow for observation</li><li>- learn by doing</li><li>- challenge to see who get's most trials in one minute</li><li>- can 75% (or majority) of class get _____ trials in one minute</li></ul>		Does the learner refrain from excess observation?

## AFFECTIVE COMPETENCIES (4-6)

### En Route Learnings

### Teach to the Objective

### Monitor Learner Progress

3.1 Can the learner identify important rules in games and explain their purpose?

- safety
- fairness
- fun

- Ascertain purpose of game(s)
- Write rules in a notebook or on a chalkboard.

- How do the rules help the purpose of the game.

After playing a known game (softball, basketball, etc) whether modified or complete or at the beginning of a unit or game play, discuss with learners games and rules which are crucial to successful game play.

- \* Good games focus on skill development.
- \* Skill levels of participants are matched.
- \* Good rules are fair.
- \* Good rules define boundaries, scoring and infraction clearly.
- \* Good rules let everyone play without waiting around.
- \* Good rules make the game fun.

Does the learner identify crucial rules in games and explain their purpose?

Does the learner relate rules to the purpose of the game.

...to safety  
...to fairness  
...to fun?

3.2 Can the learner modify tasks to meet demands of the situation, cooperative work, or creative games, dance or gymnastics sequences?

Set parameters:

- maximum participation
- partners both participate
- include all elements in different orders

At first learners need practice in modifying their own tasks. For examples, last times I bounced the ball \_\_\_\_\_ times in 30 seconds, this time I will improve." Move from individual task modification to partner modification in cooperative work. Change the ball because one partner has less skill level or allow a bounce between bumps for one partner and not for the other to reach group goal of consecutive bumps in 30 seconds. Simplify a sequence for one partner to achieve total task goal.

Teacher will need to intervene at first since modifying tasks or rules is often new to students and they are used to right - wrong thinking not alternatives. Some examples are: Counts 2 pts for those under 4'0 and 1 pts for those taller than 4'0, or play against the clock rather than another person or team.

Do the learners modify task to meet the demands of the situation, cooperative work or creative game or sequence?

Do partners or teams accommodate for differences to reach goal(s)?

# EFFECTIVE COMPETENCIES (4-6)

## On Route Learnings

## Teach to the Objective

## Monitor Learner Progress

3.3 Can the learner make suggestions and modifications of game rules and follow without disagreement?

How are activities changed to accommodate differences in participants (T-ball for the 6-9 year old, smaller bats for youth basketball, shorter net for women in volleyball easy routines for beginners).

Does the learner suggest rule modifications?

Organize the activity so everyone participates equally.

Make suggestions at first:

- \* Play against the clock. Each side gets five minutes to score as many points as possible.
- \* Count outs but allow people to stay in game.
- \* Change rules so that scores are accumulated to reach tie.

Does the learner make an honest attempt at making a modified game work?

Keep everyone in the game even after committing a fault in play.

Does the learner demonstrate an intent at working within modified rules rather than arguing?

Allow for maximum participation.

Does the learner suggest rule modifications as needs arise?

Keep everyone from waiting around a lot.

What are some reasons why the rules to an activity might be modified?

Play the game with altered rules to see if it works.

Make further modifications in the game to make it work better.

Ask the learners to make changes in the rules of an activity and participate with modified rules. Examples: (1) "Instead of five movements in the sequence we will use three," (2) "We are going to allow four lets in volleyball to increase our chances of getting the ball across the net."

## AFFECTIVE COMPETENCIES (4-6)

### En Route Learnings

### Teach to the Objective

### Monitor Learner Progress

Create a games for a group of 2 vs 2 or more

- develops ways to to keep score

- identify rules and infractions

- boundaries

Continue to modify game to make fair, challenging.

Design a sequence and test out your rules. Perform the activity and modify as needed.

Give learners specified equipment (parameters). Developing a game requires constant modifying... and teacher intervention to help groups resolve situations and modify.

Learners will be given or will select movement concepts or skills and will be asked to create a sequence. They will be given specific equipment and will be asked to work in groups of two to four. Example: Create a striking game with a partner which uses a wall or a net and a ball . Define your rules and boundaries. Create a sequence using at least two support movements, rolls, and one jump. Identify the space to work within and stay within that space.

Does the learner make suggestions and modifications of rules in creating a game?

Does the learner uses rules, procedures, or guidelines that are appropriate for the activity and sequence?

Does the learner effectively modify rules when situations require it?

Does the learner set clear rules, procedures or guidelines?

3.4 Does the learner refrain from effects to gain success (product) at the expense of good technique or teamwork

Integrate this affective competency when ever possible. In a society that often appears to value winning at any cost" helping students understand that the grade score is not always on accurate measure of sucess is important.

Does the learner refrain from cheating to gain success (product) at expense of good form (process)?

Distinguish between quality product, score, point and cheating to gain an advantage.

When working individually, learner will attempt to master correct form as modeled by the teacher. Process and technique are important - not being fastest or best.

Does the learner work cooperatively without intent to make partner miss?

**AFFECTIVE COMPETENCIES (4-6)**

**En Route Learnings**

**Teach to the Objective**

**Monitor Learner Progress**

Example are:

- rules infractions (pushing, etc.) When working with a partner be cooperative as skills develop. Do not allow a learner to dominate or gain undue advantage.
- hogging the ball etc.
- counting trials accurately Allow for modifications in rules and equipment so learners don't have to cheat to be successful.

How do you feel when someone cheats by gaining unfair physical advantage?

Does the learner make obvious attempts to play within rules?

What alternatives do you have when someone physically cheats during an activity? As competitive efforts begin, stress playing by rules; help learner realize the benefits of fairness. It is important to try hard, choose opponents of equal ability and play without cheating. Then when you achieve success, there is great satisfaction from knowing effort and strategy were the reason.

Does the learner make conscious attempts at fair play?

As you play your game today, keep your own score. If there is disagreement about a point, play it over again. Initially, physical aspects of cheating are usually done because learners are unaware of rules, excited by game conditions, etc. Stop action and explain violation. Make learner aware of violation and how to correct it.

**3.5 Can the learner adjust movement skills to aid a partner in improving.**

In designing cooperative tasks think about the cues given learners and stress the ways learners can help a partner achieve success and gain skill.

Does the learner adjust his movement skills to aid a partner in improving?

- For examples:
- (1) Throw the ball more softly so your partner can strike it.
  - (2) Place your return in a spot so your partner must move to receive it, adjust your tosses to make it challenging but not impossible.



## AFFECTIVE COMPETENCIES (4-6)

### En Route Learnings

### Teach to the Objective

### Monitor Learner Progress

#### 3.6 Can the learner teach an activity or skill to a peer?

- Have learners who are teaching focus on key cues and positive comments.
- Have learners who are teaching self assess by judging if the peer learned the skill.
- Have partners discuss if teaching episode was helpful, what was positive, what was not.

Trying to teach an activity or skill to someone can provide learners with improved knowledge of how to do the activity themselves and also assists them in working and helping others. Communicating in a positive way with a peer builds skills for group skill and teamwork. Structure the activity so that all are required to be positive. Rather than "not like that," can they make a positive response or neutral comment, "That's the idea, now, can you keep your eye on the ball too?"

Does the learner teach an activity or skill to a peer?

Does the learner who is teaching provide helpful and positive comments to the partner?

#### 3.7 Can the learner contribute to a group by getting equipment ready, taking turns, sharing equipment and space?

- Develop a cooperative group goal inventory sheet and let group member assess themselves and others on appropriate occasions.

Learners need lots of experience in cooperative learning, because so much of school is individual achievement. To accomplish this competency teachers must stress (grade) and state that a cooperative group is imposed... the person cannot achieve success unless everyone in the group does.

Try giving a group written test sometime... proceed slowly as students are ready to handle these personal give and take skills.

Does the learners contribute to a group goal of getting equipment ready, taking turns, sharing equipment and space?

Do all learners in a group contribute to efforts to accomplish a specific task?

<ul style="list-style-type: none"> <li>- Design cooperative group tasks... ones in which all must succeed for any group to gain point.</li> </ul>	<ul style="list-style-type: none"> <li>- Assign a squad of the week to have equipment ready, design warm-ups, have group meetings.</li> </ul>	
<p>3.8 Can the learner assume leadership roles in a relationship of two or more and understand the responsibility involved?</p>	<p>Discuss the role of leadership. What do leaders have to do? How do leaders feel about having power over others? How does it feel to have someone else order you around? What if you had the power all the time? What is the difference between good and bad power?</p>	<p>Does the learner as a leader...  ...take charge and make good movement decisions?  ...demonstrate enjoyment in working with a partner?</p>
<p>A leader provides direction for a group for the purpose of improving the group situation.</p>	<p>Learners may have to reminded that this is a nonverbal activity. Give learners examples of things to do when leading. Reinforce the idea of leaders watching out for their followers. Make learners retain the power even though they can't think of what to do to reinforce the idea that leaders can't always quit when they want to.</p>	<p>Does the learner have the ability to identify the characteristics of a good leader?</p>
<p>A leader is a person that others are willing to look to and follow.</p>	<p>Find out about leaders in other cultures. Conduct a discussion on people who have power over others (teacher, foreman, prison guards). Find stories on leaders in the newspaper. Conduct a discussion on what happens when the group disagrees with the leader's decisions.</p>	<p>Does the learner understand that responsibility accompanies the leadership role?</p>
	<p>Leader usually are confident in their approach to solutions: they speak and act with authority; leaders listen to other; they review all possibilities before acting; leaders handle success with humility and failure with dignity.</p>	

## AFFECTIVE COMPETENCIES (4-6)

### En Route Learnings

### Teach to the Objective

### Monitor Learner Progress

A follower is willing to support the group and leader. A follower will contribute ideas to the group and then accept the group's final decision.

A follower reviews the group's and leader's ideas and "will not" take part if they believe the ideas are inappropriate.

Followers recognize that the well-being of the group is best served when there is one leader.

Discuss the role of a follower. Leadership and followership skills are developed by planning activities that facilitate both. What is a follower?

Examples:

- (a) Play "follow the leader" in class (should relate to psychomotor skill being developed).
- (b) The learners can perform mirroring activities.
- (c) Learners can assist in handing out equipment, putting up equipment, arranging equipment, etc.
- (d) Use of squad leaders in class provide learners opportunity to be both leaders and followers.
- (e) The assigning or selection of group/team leaders provide leadership and following opportunities.

Does the learner identify the roles of the follower?  
...the responsibility of the follower?

Does the learner identify the differences in tasks between leaders and follower?

**3.9 Can the learner accept gender, race, and ability similarities and differences?**

If the learning climate is one of acceptance of all it will permeate all activities. Teachers can enhance acceptance of differences by creating cooperative tasks and structuring opportunities to work together. (See similar competency in K-3) The better you know someone and work with them the less likely one is to hold stereotypes.

Does the learner accept gender, race and ability similarities and differences?